



DO WE STILL NEED TO TALK ABOUT RACE?

the 2010 PossePlus Retreat Report

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introduction

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PossePlus Retreat: a weekend-long gathering of college students, faculty and administration intended to promote dialogue around an important issue identified by Posse Scholars.

The Posse Foundation was founded in 1989 because of one student who said, “I never would have dropped out of college if I had my posse with me.” That simple concept of sending a team of students—a Posse—together to college so they could back each other up became the impetus for a program that today has identified 3,638 students. These students have been awarded \$402 million in leadership scholarships from Posse partner colleges and universities and are graduating at a rate of 90 percent.

Posse is a national program with offices in Atlanta, Boston, Chicago, Los Angeles, Miami, New York and Washington, D.C. Posse Scholars are students from diverse backgrounds who have attended urban public high schools and gone on to win full-tuition, merit-based scholarships from Posse partner colleges and universities for their extraordinary leadership potential. By the year 2020, Posse and its partner institutions of higher education expect to have between 5,000 and 7,000 Posse alumni

POSSEPLUS RETREAT: A WEEKEND-LONG GATHERING OF COLLEGE STUDENTS, FACULTY AND ADMINISTRATION INTENDED TO PROMOTE DIALOGUE AROUND AN IMPORTANT ISSUE IDENTIFIED BY POSSE SCHOLARS.

in the workforce. These graduates will form a new professional leadership network, one that will more accurately reflect the changing demographics of the United States.

In 2010, The Posse Foundation and its 33 partner colleges and universities hosted a series of off-campus retreats—called PossePlus Retreats (PPRs)—for nearly 2,300 individuals. Participants included Posse Scholars, members of the general student body, faculty and administrators. Since 1992, PPRs have been part of Posse’s programming and are intended to facilitate dialogue within and among selective colleges and universities. They also serve to build more integrated and thoughtful campus communities.

In the past, retreat topics varied by institution. Since 2008, however, in an attempt to leverage the impact of these discussions and connect participants nationwide, the PPRs have been unified around a single topic. The title of the 2010 PPR was, *Do We Still*



COLLEGE + UNIVERSITY PARTNER RETREAT PARTICIPANTS

BABSON COLLEGE
 BARD COLLEGE
 BOSTON UNIVERSITY
 BRANDEIS UNIVERSITY
 BRYN MAWR COLLEGE
 BUCKNELL UNIVERSITY
 CARLETON COLLEGE
 CENTRE COLLEGE
 CLAREMONT MCKENNA COLLEGE
 COLBY COLLEGE
 THE COLLEGE OF WOOSTER
 CONNECTICUT COLLEGE
 DENISON UNIVERSITY
 DEPAUW UNIVERSITY
 DICKINSON COLLEGE
 FRANKLIN & MARSHALL COLLEGE
 GRINNELL COLLEGE
 HAMILTON COLLEGE
 KALAMAZOO COLLEGE
 LAFAYETTE COLLEGE
 LAWRENCE UNIVERSITY
 MIDDLEBURY COLLEGE
 OBERLIN COLLEGE
 POMONA COLLEGE
 SEWANEE: THE UNIVERSITY OF THE SOUTH
 TRINITY COLLEGE
 TULANE UNIVERSITY
 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
 UNION COLLEGE
 UNIVERSITY OF CALIFORNIA, BERKELEY
 UNIVERSITY OF WISCONSIN-MADISON
 VANDERBILT UNIVERSITY
 WHEATON COLLEGE

Need to Talk about Race?

In 2010, The Posse Institute—a newly established research arm of The Posse Foundation that was launched with funding from The Ford Foundation—took advantage of this unified PPR approach to survey retreat participants about issues relating to race. The survey results provide interesting insights into how this group of diverse individuals perceives racial issues at national, campus and personal levels.

Several findings stand out from the responses to the survey, which was administered to participants at the beginning of the PPRs. For instance, despite the apparent gains made by racial minorities over the past few decades and the election of the country's first black president, the majority of survey respondents reject the notion that America is post-racial, believing instead that discrimination, racism and race relations continue to be entrenched problems in the United States. In addition, most respondents indicate that our country's race-related problems are reflected on their campuses. However, although there is general consensus among PPR participants that racism remains a significant barrier to economic and social mobility for many in this country, participants are divided on their views of affirmative action as a means to address this problem—with faculty and administrators being more likely than students to advocate for affirmative action. Another interesting finding is that, when asked to consider themselves as individuals, less than 50 percent of those surveyed see race as one of the most important parts of their identity. Nevertheless, most maintain that race does play a significant role in how they perceive the world. Finally, the personal experiences of respondents, as these relate to race, vary greatly by racial group.

This report will be distributed to PPR participants as well as to the presidents of colleges and universities to inform them and, we hope, to encourage additional debate about these important issues. It is the belief of the authors that the results presented here are compelling for two reasons. First, the topic was chosen and explored by students who represent a diverse group of future leaders. Second, the issues that the students raised are issues about which leaders of colleges and universities care deeply.

context



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The retreat topics for PossePlus Retreats are generated from focus groups of Posse Scholars. Interestingly, when race emerged from these conversations as the potential theme for the 2010 retreat, some students remarked,

"We always talk about race."

"People are sick of talking about race."

"Do we still need to talk about race? Why?"

For this reason, the 2010 PossePlus Retreat was entitled, *Do We Still Need to Talk About Race?* The opening remarks made by retreat facilitators to the nearly 2,300 participants at different sites around the country included the following language:

"In 2008 we witnessed history with the election of this country's first African-American President. In the days that followed Obama's victory, while recognizing that historic moment, it seemed like everyone was also asking another question—Are we now living in a post racial society? Does the election of the first African-American President signify a change in our perceptions and values regarding race? And since we're having a retreat on race, how should we talk about it if indeed our definitions, values and experiences today may be different from what they were before President Obama or from what they were 10 or 50 years ago? In this past year alone we have witnessed the appointment of the first African-American Attorney General, the first Latina Supreme Court Justice and the first Asian American Ivy League President. We also watched the arrest of a famous African-American Harvard professor after he was suspected of breaking into his own home. What do these and other events tell us about where we are with race? Are we post-racial? What does that word even mean? What is race? What role has it played in our society? What role will it play in the future? How is it affecting our campus? How has it shaped our relationships and our life experiences? We hope by engaging in honest and challenging dialogue that we can individually and perhaps collectively leave this weekend with a better understanding of race today and how it has changed, for better or for worse, post-racial or not."

The national 2010 PPR survey aimed to uncover the racial beliefs held by students, faculty and administrators at top colleges and universities with the goal of assessing the need to continue the discourse on race in the United States.

ppr survey methodology + group characteristics

PPRs begin on Friday afternoon and run through Sunday morning. Retreats take place off campus and involve up to 100 participants each. Posse staff designs a series of small- and large-group activities intended to act as catalysts for discussion. This year, at the start of the PPRs and before the activities began, The Posse Foundation administered a survey (see Appendix A) designed by The Posse Institute. After the participants arrived together at retreat sites, Posse staff introduced the survey and explained that the results would be compiled and distributed to retreat participants nationwide and to members of the general higher education community, including presidents and other college and university administrators. The survey, which had a response rate of 100 percent, was administered on site to all participants. These participants were given 30 minutes to complete and submit their copies anonymously.

This year 2,094 students and 196 faculty and administrators filled out the survey. Unless otherwise indicated, the results presented are breakdowns of the 2,094 student responses. Page 3 lists the 33 colleges and universities that participated in the 2010 PPRs.

Of the students responding, 29 percent identified as black/African-American, 27 percent as white, 21 percent as Hispanic (non-white)/Latino, 11 percent as Asian, 10 percent as Bi/Multiracial, and 0.3, 0.2, and 0.2 percent as, Native Hawaiian/Pacific Islander, American-Indian/Native Alaskan, and other, respectively.

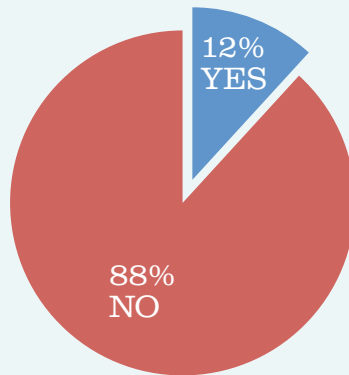
These PPR participants were self-selected in that they chose to attend the three-day retreat on race. In addition, they attend highly selective colleges and universities. This group, therefore, represents a purposeful sampling, as surveying them provides us with an opportunity to gain insight into what one diverse group of students thinks about topics related to race. There are very few opportunities for diverse groups like those at the PPRs to get together and talk about such issues in a substantive way. It is the goal of The Posse Institute to allow the opinions of PPR participants to be heard annually through dissemination of a report.



perceptions of race in the united states

CHART 1.1

Do we live in a post-racial society?



Is race still relevant in the United States? In the 21st century, do we now believe that all races have an equal playing field and a fair chance at achieving the American dream? The following section analyzes how survey respondents perceive issues of race and racism in this country.

AMERICA AS A POST-RACIAL SOCIETY:

The majority of survey participants do not believe that the United States is a post-racial society.

With the election of America's first African-American president came a wave of sentiment that the United States may now be post-racial, that is, past the issues of race. Over 88 percent of the population surveyed here, however, believes that they do not live in a post-racial society (see Chart 1.1). Interestingly, when comparing student responses to those made by faculty and administrators, we see that students were more than three times as likely to think America is post-racial.

TABLE 1.1

| Do we live in a post-racial society? | Student Respondents (n=1718) | Faculty + Administrators (n=159) |
|--------------------------------------|------------------------------|----------------------------------|
| Yes | 13% | 4% |
| No | 87% | 96% |

We asked those surveyed how they define "post-racial." Below are some representative responses.

define post-racial:

"When people's races don't register on other people's radars."

19 year old, female, Bi/Multiracial

"It is a theory that states that racism is no longer an issue due to Obama's election."

20 year old, male, Hispanic

"I am not aware of this term."

18 year old, male, white

"A school of thought that claims that American society is past race-based issues. Personally, I think the word is synonymous with 'pink unicorn'."

18 year old, female, black

"The day it comes I'll jump for joy!"

21 year old, male, black

CHART 1.2

Generally speaking, do you think race relations in the United States are excellent, good, not so good or poor?

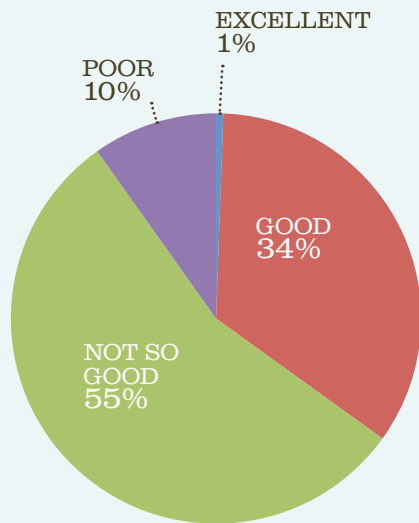
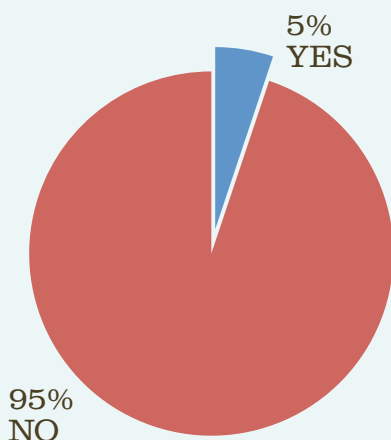


CHART 1.3

Do you believe blacks and white receive equal treatment from the police?



PERSISTENT RACIAL BIAS:

According to survey respondents, discrimination, racism and relations between races continue to be a problem in this country.

The majority of those surveyed here (66 percent) believe that race relations in this country are “not so good” or “poor,” and less than 1 percent indicated that they are “excellent” (see Chart 1.2). The responses here, on the whole, reflect a considerably less

66 PERCENT OF RESPONDENTS FELT THAT RACE RELATIONS IN THIS COUNTRY ARE “NOT SO GOOD” OR “POOR”

optimistic view of race relations than the responses to this question when asked in a 2008 nationwide poll.¹ The results from that poll showed that 48 percent indicated race relations to be “not so good” or “poor.” Additionally, seven out of 10 surveyed here do not believe that Obama’s election as president is an indication that racism is much less of a problem in America. Remarks from both faculty and students echo this sentiment:

“The election of Barack Obama...also triggered more openly racist behavior among white Americans.”

“Obama doesn’t stop racism in any corner of this country.”

“We think that because Obama is in office that race doesn’t exist anymore. Lol.”

“People look to Obama as a black man before seeing him as a president.”

Furthermore, almost three fourths of respondents answered “no” when asked if race relations have improved since Obama was elected. There was, however, a notable difference felt among respondents after Obama’s election; most (68 percent) acknowledged that they have noticed “a change” in the national conversation about race since he took office.

As a group, these students convey a strong belief that discrimination touches some groups more than others. The vast majority (95 percent) do not think that blacks and whites receive equal treatment from the police (see Chart 1.3). A recent report released by the New York Police Department in 2010 showed that of all New York City police officer “stop and frisks” in 2009, 87 percent targeted blacks and Latinos.² In 2010, the governor of Arizona signed into law a bill

TABLE 1.2

| In the U.S. today, how much discrimination do you believe each of the following groups face? | | | | |
|--|-------|----------|-------|-------|
| Group | None | A Little | Some | A Lot |
| Whites | 20.8% | 54.5% | 19.4% | 5.3% |
| Blacks | 0.1% | 1.7% | 23.6% | 74.7% |
| Asians | 1.3% | 23.4% | 51.4% | 23.8% |
| Latinos | 0.2% | 3.0% | 28.6% | 68.2% |
| Pacific Islanders | 4.6% | 34.2% | 43.0% | 18.1% |
| Native Americans | 3.6% | 23.6% | 37.0% | 35.9% |
| Mixed Races | 2.7% | 20.7% | 44.6% | 32.0% |

allowing police to stop any person if they suspect that s/he is in the country unlawfully.³ Some students from the survey feel strongly about this issue, adding,

“The U.S. refuses to confront problems in racial relations. Up front it spurns racial profiling while simultaneously supporting it.”

“Re-train police in terms of brutality.”

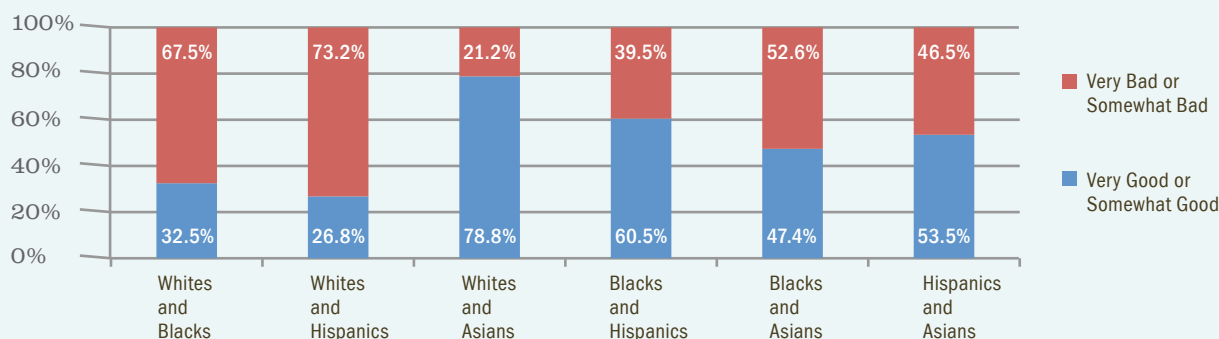
“White people still believe that issues of race don’t exist, despite police brutality and other instances of prejudice.”

Moreover, when asked to rate how much discrimination various groups face in the United States, students indicated that some groups deal with this issue far more regularly than others. In particular, blacks and Latinos are perceived as facing much more discrimination than other groups (see Table 1.2).

The cohort was also asked to rate race relations between various groups in the United States. The results indicate that they perceive race relations to vary depending on which two races are being discussed. In particular, the majority of those surveyed perceive race relations between whites and blacks, and whites and Hispanics to be “very bad” or “somewhat bad” (67.5 percent and 73.2 percent, respectively).

CHART 1.4

How would you rate relations between various groups in the United States today?





Survey participants indicated a need to talk more openly about race when asked, “How can this country improve race relations?” Responses to this question were grouped together in categories and tabulated based on the number of responses per category.

TABLE 1.3

| How can this country improve race relations? | |
|--|------------------|
| Category | No. of Responses |
| Acknowledging/discussing race openly | 275 |
| Improve/more education | 129 |
| Treat people as equals/Become more understanding/accepting of others | 113 |
| More integration | 59 |
| More diversity/affirmative action in jobs/positions of power | 53 |
| Get over race/racial categories | 43 |
| Eliminate racial profiling/stereotyping | 41 |
| Fix economic disparity | 29 |
| Better media output | 19 |

| Do you agree with Attorney General Eric Holder, who called the United States “a nation of cowards” (in reference to race discussions)? | |
|--|---|
| Yes | No |
| “America is a nation of cowards in many respects. We are afraid of radical change, and discussions which seem to lead to change make people nervous.” (student, 20 years old, male, white) | “I think it’s ignorance, not cowardice.” (faculty member, 59 years old, female, white) |
| “The U.S. talks and talks, producing few results. We all know race shouldn’t be a problem, but we live in a society that really fears differences.” (student, 20 years old, female, black) | “I’d rather call it a nation of stubborn individuals.” (student, 19 years old, male, black) |
| “Race is the proverbial elephant in the room. It has a daily impact on our lives, but no one wants to talk about it.” (student, 19 years old, male, Hispanic) | “I think there have been more good discussions about race since Obama’s election.” (student, 18 years old, female, black) |

Survey participants further showed their support of increasing the dialogue on race in the United States when responding to Attorney General Eric Holder’s comment that America is “a nation of cowards” when it comes to talking about race. Those surveyed were asked if they agree with Holder’s comment, and 86 percent of students and 92 percent of faculty and administrators said “yes.” Individuals were given a chance to explain their answer; some representative remarks are presented to the left.

comments regarding affirmative action:

“Affirmative action worked for white women, but it has failed to be a vehicle for upper mobility for black men.”

administrator/faculty member, female, black

“Expand affirmative action programs in workplaces and schools.”

student, 18 years old, female, Bi/Multiracial

“I think affirmative action is too little too late. At the same time it is better than nothing.”

faculty member, 32 years old, Asian

“Stop with affirmative action and clubs and scholarships for people of certain races.”

student, 19 years old, female, white

“Affirmative actions confuse me when I have a lesser chance against an equally skilled minority for a job or position.”

student, 20 years old, male, white

AFFIRMATIVE ACTION:

Faculty and administrators are far more likely than students to support the continuation of affirmative action programs.

In 2009, an NBC News/Wall Street Journal Poll found that 63 percent of Americans believed that affirmative action programs are still needed to counteract the effects of discrimination against minorities.⁴ In the PPR survey, 82 percent of faculty and administrators believe affirmative action programs in hiring, promoting and college admissions should be continued. Only 50 percent of students, however, agree. A closer look at the student cohort shows they are also far more likely than faculty and administrators to choose “don’t know” in response to this question. Finally, non-white students are more likely to support affirmative action policies than white students (56.8 and 38.2 percent, respectively, see Table 1.4).

The results from this section indicate that this group of PPR attendees is very sensitive to America’s racial issues, including discrimination, tension between racial groups and racism. While respondents perceive a change in the national conversation on race to have taken place since the election of President Obama, the results noted here suggest that this change is not enough. In the next section, we will see how these same individuals feel about similar issues on their college campuses.

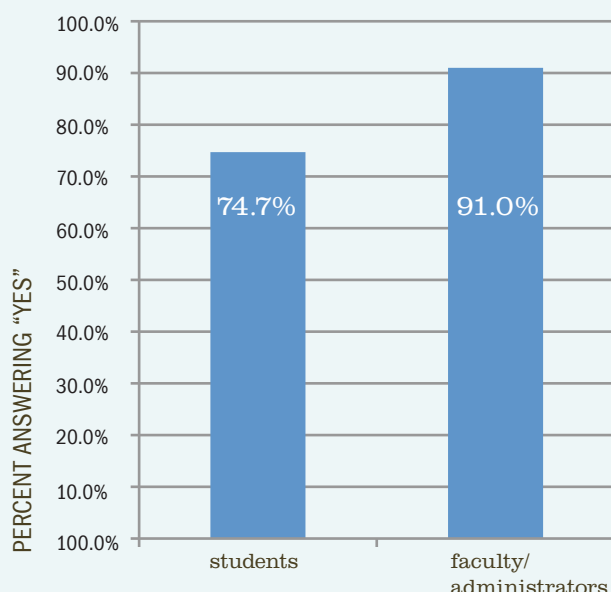
TABLE 1.4

| Do you think affirmative action programs in hiring, promoting and college admissions should be continued, or do you think these affirmative action programs should be abolished? | | | | |
|--|--------------------------|---------------------------|-----------------------------------|--|
| | All students (n=2094) | White students (n=484) | Non-white students (n=1610) | All faculty + administration (n=196) |
| Continued | 52.2% | 38.2% | 56.8% | 82.0% |
| Abolished | 13.5% | 21.1% | 11.0% | 2.7% |
| Don't Know | 34.2% | 40.7% | 32.1% | 15.3% |

perceptions of race on campus

CHART 2.1

Are there race-based problems on your campus?



It is widely known that students of color are largely underrepresented at selective colleges and universities. What role does race play at these elite institutions of higher education? This section examines how survey participants perceive race and race relations on their college and university campuses.

RACIAL ISSUES ON CAMPUS:

The overwhelming majority of students, faculty and administrators believe that there are racial problems they wish to address on their campuses.

The survey asked, "Are there race-based problems on your campus?" Nearly 75 percent of students and 91 percent of faculty and administrators responded "yes" to this question (see Chart 2.1). Furthermore, of those who responded "yes," only 24.5 percent indicated that the race-based issues on campus usually get addressed. A closer look at the survey results helps clarify what respondents believe to be some of these race-based issues.

Survey responses suggest that students are particularly unsatisfied with the racial diversity at their institutions, with only 35 percent of believing

35 PERCENT OF STUDENTS BELIEVE THAT THEIR CAMPUS IS DIVERSE

their campuses are racially diverse. Faculty and administrators are only slightly more likely (39.5 percent) to say that their campus is racially diverse. Furthermore, when asked whether or not they believe the racial composition of their campuses needed to change, almost 90 percent of students replied in the affirmative. This sentiment appears to be of great significance to students, faculty and administrators, since the vast majority (97.9 percent) indicated that it is important for campus communities to be racially diverse.

Interestingly, however, as we saw above in the national section, only 52.2 percent of student respondents agree that affirmative action programs in hiring and college admissions should be continued.

The racial problems that respondents perceived were not limited to racial group representation on campus. Concerns over race relations were also shown to extend to both in and outside the classroom. When asked to what extent they believe race relations on their campuses need to change, nearly 60 percent of those surveyed answered "a lot" and less than 6 percent answered "not at all." Further analysis



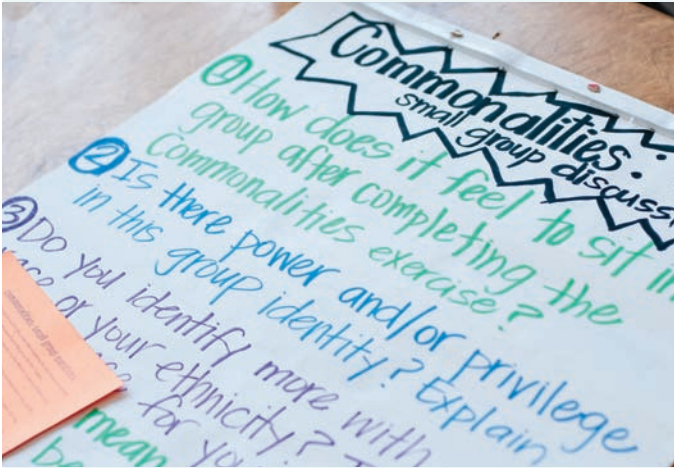


TABLE 2.1
Do you think race relations on this campus need to change?

| | All students | White students | Non-white students | All faculty + administrators |
|------------|--------------|----------------|--------------------|------------------------------|
| Not at all | 5.6% | 7.3% | 5.0% | 2.7% |
| A little | 36.2% | 46.9% | 31.7% | 36.7% |
| A lot | 58.3% | 45.8% | 63.3% | 60.5% |

TABLE 2.2
How often do you feel uncomfortable in class because of your race?

| | White students | Non-white students |
|----------------------|----------------|--------------------|
| Never or Hardly Ever | 90.1% | 9.9% |
| Sometimes or Often | 50.7% | 49.3% |

indicates that while less than half of white students believe race relations on their campus need to change greatly, over 63 percent of non-white students believe the same (see Table 2.1). This last finding suggests that more minority students are dissatisfied with the current state of race relations on their campuses than are their white classmates.

The notion that race relations on campus need to change is also supported by student responses to questions about the level of integration among different racial groups. When asked, “Do you

73 PERCENT OF STUDENTS BELIEVE THAT THEIR CAMPUS IS SOCIALLY SEGREGATED BY RACE

think your campus is socially segregated by race?” 73.4 percent of students responded “yes.” A large majority of students (75.2 percent) also admitted to noticing racial discrimination among students at their institutions. While fewer students (29.5 percent) noticed racial discrimination by professors, many more (over 40 percent) admitted to “sometimes” or “often” witnessing professors ask students of color to speak on behalf of their entire race in the classroom. Many of these student respondents (47 percent) noted that they “sometimes” or “often” feel uncomfortable in class because of their race (versus the 53 percent that said they “never” or “hardly ever” do). Non-white students (49.3 percent) were nearly five times as likely as white students (9.9 percent) to “sometimes” or “often” feel uncomfortable in classes because of their race (see Table 2.2).

What suggestions does this group of students, faculty and administration have for how their campus can improve race relations? While individual comments varied widely, the two most common responses were for college campuses to (1) have more dialogue about racial issues and (2) have more integration between students from different backgrounds. The following page contains some representative responses to how those surveyed believe campuses can improve these relations.

how can this campus *improve race relations?*

Admit a more racially diverse applicant pool and recruit in more racially diverse areas. Somehow encourage more white students to attend more race-based events and discussions.

(student, 18 years old, female, Bi/Multiracial)

All the multicultural offices open up and bring people from other races in.

(student, 18 years old, female, Hispanic/Latino)

By having frats and sororities integrated with the minority frats and sororities, not only parties, but social events, since this campus has a huge greek life. And individuals themselves have to take it upon themselves to get out of their comfort zones and go to another race to see what's up, and break those stereotypes everyone seems to use, which pushes them away from getting to know other races.

(student, 19 years old, female, black)

Challenging ourselves to be around people who are from different racial backgrounds from us.

(student, 19 years old, female, white)

Classes involve integrating and talking about race relations.

(student, 19 years old, female, white)

Desegregate the dining hall! It is reflective of the college community.

(student, 19 years old, female, Bi/Multiracial)

Encourage multi-racial roommates.

(student, 19 years old, male, white)

I believe there are many great events (on campus) that deal with race but people (especially whites) don't come. That shift would cause people to analyze their lives here and recognize serious issues of race... maybe even change it.

(student, 21 years old, male, white)

More diversity. Everyone is rich and white...easy to feel misplaced. Clubs tend to keep people in groups of their own race.

(student, 19 years old, female, Bi/Multiracial)



race + identity

TABLE 3.1

Do you feel that race is one of the most important parts of your identity?

| | White students | Non-white students |
|-----|----------------|--------------------|
| Yes | 42.0% | 85.9% |
| No | 58.0% | 14.1% |

CHART 3.1

If you honestly assessed yourself, would you say that you have at least some feelings of racial prejudice?

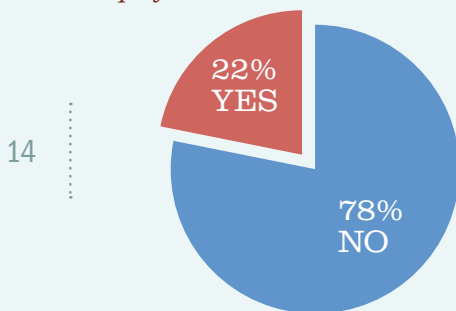
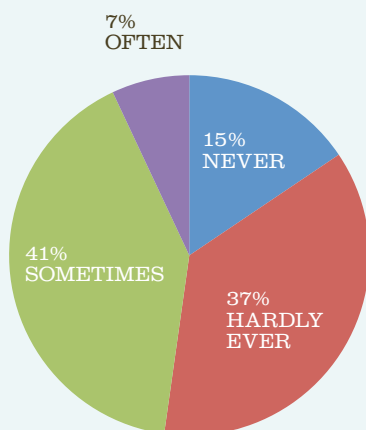


CHART 3.2

How often do you feel uncomfortable in social situations because of your race?



The previous two sections of this report have touched on perceived racial issues in the nation and on campus. This section will examine what role race plays in how those surveyed perceive themselves and how race affects their own experiences.

RACIAL IDENTITY:

Less than half of those surveyed think that race is one of the most important parts of their identity, but most feel that race does play a role in how they perceive the world.

Respondents were asked, “Do you feel that race is one of the most important parts of your identity?” Over 45 percent said “yes.” However, the collective response to this question varied significantly between white and non-white students. Non-white students were more than four times as likely to select “yes” than their white counterparts (58.0 percent versus 14.1 percent, respectively, see Table 3.1). Furthermore, although less than half of the students indicated that race was one of the most important parts of their identity, the vast majority (70.2 percent) of students responded “yes” when asked if race plays a role in how they perceive the world. In fact, a majority of respondents (78.5 percent) believe there is truth to racial stereotypes. Additionally, 78.1 percent of student respondents admit that they have at least some feelings of racial prejudice, 57 percent admitted that

88.7 PERCENT OF STUDENT RESPONDENTS HAVE MADE A RACIST JOKE/COMMENT

they have some racist views, and nearly nine out of 10 surveyed said that they have personally made a racist joke or comment (see Chart 3.1).

RACIAL INFLUENCE:

The personal experiences of these respondents as they relate to race vary greatly by racial grouping.

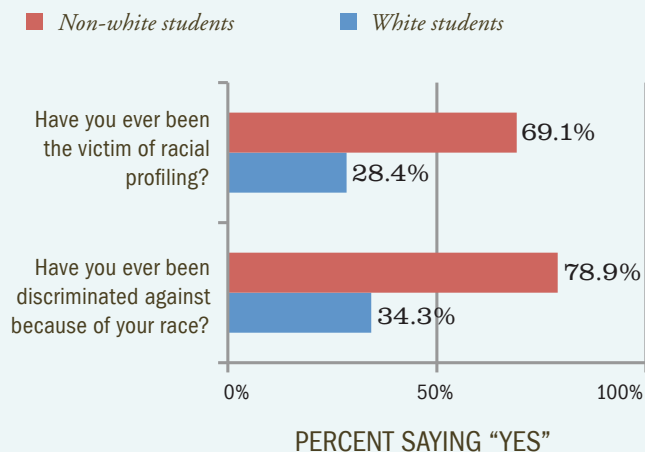
Many questions on the survey intended to capture the individual experiences of PPR participants as they relate to racial issues. The responses indicate vastly different experiences for students depending on their race. First, individuals were asked the general question, “How often do you feel uncomfortable in social situations because of your race?” When looked at together, over half of student respondents chose “hardly ever” or “never” (see Chart 3.2). However, while only 25 percent of white students answered they “sometimes” or “often” feel uncomfortable in

TABLE 3.2

How often do you feel uncomfortable in social situations because of your race?

| | Never | Hardly Ever | Some-times | Often |
|-----------|-------|-------------|------------|-------|
| White | 20.5% | 54.0% | 23.4% | 2.1% |
| | 74.5% | | 25.5% | |
| Non-white | 13.5% | 30.7% | 46.9% | 8.8% |
| | 44.2% | | 55.8% | |

CHART 3.3



social situations because of their race, more than 55 percent of non-white students felt this way (see Table 3.2). This observation is supported by the responses to two additional questions: 1) Have you ever been discriminated against because of your race? and 2) Have you ever been a victim of racial profiling? According to their responses, the experiences of white versus non-white students vary greatly. White students in this population are far less likely than their non-white counterparts to answer "yes" when asked if they have been discriminated against because of their race (34.3 percent versus 78.9 percent, respectively) and to indicate that they have been the victim of racial profiling (28.4 percent versus 69.1 percent, respectively, see Chart 3.3).

CONCLUSION

The findings presented here offer a glimpse into the thoughts and experiences of a diverse group of individuals. Together, these results indicate a strong, often negative impression of race relations in this country and on our campuses. Individuals admit, by and large, that race continues to influence the way they think, how they see the world and, very importantly, how they perceive people of other races. The honesty reflected in these participants' responses indicates a willingness to investigate the nature of many of the racial problems that exist in this country. The 2010 PPR and the findings presented in this report strongly suggest that, yes, we do indeed still need to talk about race.



¹ABC News/Washington Post Poll. June 12-15, 2008.

²"New NYPD Data for 2009 Shows Significant Rise in Stop-and-Frisks: More than Half Million New Yorkers Stopped Last Year." February 17, 2010. Center for Constitutional Rights, www.ccrjustice.org

³Arizona Immigration Law of 2010, SB 1070. §2.

⁴NBC News/Wall Street Journal Poll conducted by the polling organizations of Peter Hart (D) and Bill McInturff (R). June 12-15, 2009.

appendix: a

| CITIZENSHIP | N | % |
|--|------|-------|
| A. Born in the United States | 1796 | 78.4% |
| B. Citizen of a country other than the U.S. | 131 | 5.7% |
| C. Naturalized citizen | 154 | 6.7% |
| D. Permanent Resident of the U.S. (Green card) | 69 | 3.0% |
| A. and B. | 47 | 2.1% |
| A. and C. | 4 | 0.2% |
| B. and D. | 55 | 2.4% |
| B. and C. | 17 | 0.7% |
| Other | 3 | 0.1% |
| Left Blank | 14 | 0.6% |
| RELIGION | N | % |
| Buddhist | 46 | 2.0% |
| Christian | 1157 | 50.5% |
| Hindu | 34 | 1.5% |
| Jewish | 117 | 5.1% |
| Muslim | 81 | 3.5% |
| None | 436 | 19.0% |
| Other | 50 | 2.2% |
| Left Blank | 369 | 16.1% |
| ARE YOU A POSSE SCHOLAR? | N | % |
| Yes | 989 | 43.2% |
| No | 1277 | 55.8% |
| Left Blank | 24 | 1.0% |
| YOU ARE A: CIRCLE ONE | N | % |
| Student | 2094 | 91.4% |
| Administrator | 93 | 4.1% |
| Faculty Member | 103 | 4.5% |
| WHAT YEAR ARE YOU? | N | % |
| First | 785 | 34.3% |
| Second | 605 | 26.4% |
| Third | 339 | 14.8% |
| Fourth | 319 | 13.9% |
| Fifth | 24 | 1.0% |
| Sixth | 0 | 0.0% |
| Graduate Student | 11 | 0.5% |
| Left blank | 207 | 9.0% |

appendix: a continued...

| AGE | N | % |
|----------------------------------|------|-------|
| 17 | 12 | 0.5% |
| 18 | 498 | 21.7% |
| 19 | 622 | 27.2% |
| 20 | 459 | 20.0% |
| 21 | 320 | 14.0% |
| 22 | 143 | 6.2% |
| 23 | 26 | 1.1% |
| 24 | 5 | 0.2% |
| 25 | 4 | 0.2% |
| 26-30 | 26 | 1.1% |
| 31-35 | 21 | 0.9% |
| 36-40 | 14 | 0.6% |
| 41-50 | 32 | 1.4% |
| 51-60 | 42 | 1.8% |
| 61-70 | 10 | 0.4% |
| Left Blank | 56 | 2.4% |
| SEX | N | % |
| Male | 852 | 37.2% |
| Female | 1394 | 60.9% |
| Transgender | 5 | 0.2% |
| Left Blank | 39 | 1.7% |
| RACE | N | % |
| Asian | 226 | 9.9% |
| Black/ African-American | 592 | 25.9% |
| Bi/Multiracial | 794 | 34.7% |
| White | 631 | 27.6% |
| Hispanic (non-white)/Latino | 419 | 18.3% |
| Native Hawaiian/Pacific Islander | 6 | 0.3% |
| American Indian/Native Alaskan | 5 | 0.2% |
| Other | 4 | 0.2% |
| Left Blank | 205 | 9.0% |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C | A | M | P | U | S | W | A | L | L | S | T | B | R | O | W | N | | | | |
| | V | B | O | A | R | D | O | F | E | D | U | C | A | T | I | O | N | | | |
| | J | E | N | A | S | I | X | W | E | L | F | A | R | E | A | C | O | R | N | |
| | | Q | U | O | T | A | S | G | O | S | S | I | P | G | I | R | L | | | |
| | W | I | S | E | L | A | T | I | N | A | C | H | R | I | S | T | I | A | N | |
| | M | U | S | L | I | M | I | N | T | E | R | N | M | E | N | T | | | | |
| A | L | I | E | N | C | U | L | T | U | R | E | H | E | A | L | T | H | | | |
| | C | A | R | E | E | S | L | D | A | V | I | D | D | U | K | E | | | | |
| | Y | E | S | W | E | C | A | N | T | O | W | N | G | O | W | N | | | | |
| I | M | M | I | G | R | A | N | T | A | L | L | Y | G | U | A | N | T | A | | |
| | | N | A | M | O | Y | O | U | L | I | E | A | C | C | E | S | S | | | |
| L | I | T | T | L | E | R | O | C | K | S | E | X | C | O | N | V | E | R | | |
| | S | A | T | I | O | N | A | B | O | U | T | R | A | C | E | | | | | |
| | | G | A | T | E | S | C | R | O | W | L | E | Y | H | A | T | E | | | |
| G | R | E | E | K | L | I | F | E | W | H | A | T | I | S | A | R | E | A | L | |
| | A | M | E | R | I | C | A | N | ? | O | B | A | M | A | | | | | | |
| | | | C | L | A | S | S | P | O | S | T | R | A | C | I | A | L | | | |
| | | G | E | N | T | R | I | F | I | C | A | T | I | O | N | M | E | R | I | T |
| M | A | I | N | S | T | R | E | E | T | I | N | T | E | R | R | A | C | I | A | L |
| | M | U | L | T | I | C | U | L | T | U | R | A | L | H | O | U | S | E | S | |



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